



Frequently Asked Questions

Roster Verification Process

1. How and when are Teacher of Record (TOR) or Contributing Professionals (CP) roles assigned?

When the student-teacher linkages from NCWISE are pulled, individuals listed in the Teacher 1 and Teacher 2 slots are populated. This process should capture all of the Teachers of Record (TORs), and some of the Contributing Professionals (CPs). However, it will not capture all of the CPs (i.e. Title I teachers, Exceptional Children (EC) teachers not listed as Teacher 1, etc.), and these teachers will need to be entered manually by the principal.

2. Who participates in the roster verification process?

TORs and CPs participate in the roster verification process if they serve as teacher of record, a co-teacher, or have any direct instructional responsibility for a student in classes where End-of-Course (EOC), End-of-Grade (EOG), Career and Technical Education Post-Assessments, and/or Common Exams are administered. Therefore, teachers such as Academically or Intellectually Gifted (AIG), English as a Second Language (ESL), EC, and specialists should complete the roster verification process IF they meet the criteria.

3. Is class size a factor in whether or not to complete the roster verification?

No.

4. Are long-term substitutes included?

If long-term substitutes are routinely evaluated in your district, then it would be appropriate for them to participate in roster verification. If the long-term substitute will not be evaluated, the long-term substitute should not appear in the roster verification system. If the long-term substitute is included, then the percent of time the teacher was available to teach the students would be entered for the teacher and the remainder (not to exceed 100%) would be entered for the long-term substitute. It is acceptable that the students have less than 100% in cases where the long-term substitute is not entered.

- 5. If a district is not administering social studies and science Common Exams in classes where a teacher already has EVAAS data from reading and math EOGs, does the teacher need to complete a roster for those subjects/students?**

No. Teachers only need to complete rosters for those subjects they teach where test scores will be reported.

- 6. What should be entered in the teacher roster fields: 'Instructional Availability' and 'Your Percent of Instruction'?**

The Instructional Availability field indicates the proportion of the semester or school year that the teacher and student were assigned to each other or, put another way, the percent of time the teacher was available to teach the student.

The Your Percent of Instruction field should reflect the proportion of the semester or school year that the teacher actually taught the student this subject. If another teacher or specialist was responsible for some of the student's instruction in this subject, the percent of instruction should reflect the appropriate proportions. The sum of the teachers' percentages must be less than or equal to 100%.

Example: If a teacher teaches Biology for a full semester to a student who was in the class all semester, the Instructional Availability (percent of time available to the student) would be 100%. The 'Your % of Instruction' would also be 100%. Why? Because you were available to teach the student and you were responsible for all of the instruction for that student.

- 7. How should LEAs factor in teacher absences when completing the roster verification Instructional Availability?**

Each LEA will need to determine their guidelines for teacher absences and whether they want to adjust for days that the teacher is not in the classroom. For instance, in the case of extended leave (such as maternity leave), the district could direct teachers to reduce their percent of instructional availability to match the amount of time they were available to work with the students. For example, if the teacher was away for two months on a 10-month calendar, she would replace the default 100% in the Instructional Availability field with 80%. Due to local Board policies on attendance, including a teacher's responsibility for instruction while absent, as well as district specific practices, DPI will not prescribe a statewide process for these LEA decisions.

If a district does decide to adjust the Instructional Availability to reflect teacher absences, a consistent approach across the district would be important. Please remember that the status is the result of three years of

data. Therefore, if a teacher has significant absences one year, it would be offset by their more typical instructional availability in the other two years.

8. How does a teacher determine their percent of instruction if they share responsibility for a student?

When more than one teacher is sharing responsibility for a student's instruction, the teachers will need to decide on the percentages that each was responsible for the student's instruction. Since any particular student can only have 100% of instruction, the total of the individual teacher's percentages for that student cannot exceed 100%. If one of the teachers is an EC teacher, the IEP will guide the percentage. In other cases, such as ESL and reading, the teachers will need to reflect the time they individually provide direct instruction to the student. Principals will review this information when they approve the rosters for their schools. The principal will be able to send back to the teachers for further discussion and resolution.

Example: If a teacher teaches English for a full semester to a student who was in the class all semester, and the EC teacher co-taught the student during that period, the Instructional Availability of the English teacher for that student would be 100% (% of time available to the student), but the 'Your % of Instruction' would be 50% and the EC teacher would be the same (100% for Instructional Availability and 50% 'Your Percent of Instruction'). Why? The English teacher and the EC teacher were available to instruct the student the whole semester, but they shared responsibility for the instruction.

9. How is student daily attendance addressed?

Student daily attendance is not part of the value-added modeling and does not factor in at all in the roster verification process.

10. Should students who are not in membership in a school for the entire year be included in the teacher's roster?

Yes, all students in membership for any amount of time should be reflected in the roster verification process. Teachers should reflect the percent of time the student was on their roster and they were available to them. For example, assuming there is only one teacher providing instruction, if a student arrives in a classroom on January 2 in a year-long course, the teacher's Instructional Availability would be 50% and the Your Percent of Instruction would be 100%.

11. Is there a TOR for virtual courses, internships and other credit bearing course/sections in which the teacher is not an employee of the district or school?

NCVPS teachers do not participate in the roster verification process and we do not include courses by online providers (OdysseyWare, Quest Academy, NovaNet).

12. How are assignments at multiple locations handled?

Teachers will need to complete the process separately for each school at which they work.

13. How can LEAs access additional resources to assist in understanding the roster verification process?

SAS is holding a number of webinars scheduled for principals, teachers, and district administrators. These will be available throughout April, May, and June. In addition, Quick Start Guides and recorded videos will be available through the SAS EVAAS Roster Verification System and on the NC DPI Educator Effectiveness Roster Verification website.